

Bentley High Street Primary School

Inspection report

Unique Reference Number	106752
Local Authority	Doncaster
Inspection number	336732
Inspection dates	16–17 March 2010
Reporting inspector	Joe Peacock

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair	Mr Ian Brown
Headteacher	Mrs Janis James
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 14 lessons and observed all 12 class teachers and teaching assistants working with pupils. Inspectors held meetings with the headteacher, governors and staff, talked to parents and carers and pupils, and looked at school planning and assessment data. They examined the school's documentation including minutes of governing body meetings, improvement planning and that relating to safeguarding and pupils' welfare. They scrutinised 86 questionnaires returned by parents and carers, 8 from staff and 105 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of different groups of pupils
- the quality of teaching and the curriculum
- procedures for monitoring and evaluating the school by governors and senior staff
- the quality of the Early Years Foundation Stage.

Information about the school

The school is much larger than average and numbers are continuing to rise. Almost half of the pupils come from out of the school's catchment area. Eight out of ten pupils are from a White British background and one in ten is from Traveller families who live on three sites in the locality. The rest are from a variety of ethnic backgrounds. A significant number of pupils join or leave during each year. The proportion of pupils with special educational needs and/or disabilities is below average and the proportion eligible for a free school meal is above average.

There is registered childcare provision with a breakfast club and after-school club, but this will be inspected separately. The school has a number of national awards including a Healthy School Award, Artsmark and Investors in People status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The drive and ambition of the headteacher are an inspiration to staff and pupils. All are motivated to do their best and help the school to live up to its motto of 'Simply the best!' A typical response from parents and carers about the school is 'Super! Super! Super!'

Major strengths which make the school outstanding are the excellent quality of leadership and management, the outstanding teaching, highly effective curriculum and exceptional quality of pastoral care, guidance and support. Rigorous safeguarding procedures enable pupils to grow in confidence and to feel perfectly safe. Pupils are very friendly towards one another, invariably polite and their behaviour is outstanding in class and around school. All are keen to contribute to their school community and take their responsibilities seriously.

Staff and governors share the headteacher's ambition and have been successfully moulded into a highly effective team where aspirations are high and the commitment to continuously improve is strong. All are involved in carefully monitoring and evaluating every aspect of school life, searching for ways to add to the quality of provision and raise standards even more. The school is very clear about the way ahead and effective actions to bring about change are quickly and effectively put into place. As a result, the capacity to continue to improve is outstanding.

Pupils are proud of their school and are highly motivated to learn and do well. Most enter school with much lower skills than usual for their age. The outstanding provision for children in the Early Years Foundation Stage ensures that most make excellent progress. The cumulative effect of very effective teaching and the exciting curriculum ensure that all make exceptional progress in Years 1 to 6 and achieve well above average standards in English, mathematics and science by the end of Year 6.

Teaching includes many strengths, but occasionally teachers are not using the wealth of assessment information well enough when planning lessons. This leads to pupils in these lessons not building progressively on their previous learning. Marking is usually meticulous, but some comments do not give pupils sufficient guidance on how to further improve their work.

What does the school need to do to improve further?

- Improve the consistency in the use of assessment information, including in the Early Years Foundation Stage, by:
 - ensuring that all teachers use the information effectively when planning their

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lessons

- checking that there is always a close match of activities to meet the different needs of all pupils
- ensuring that all teachers' marking helps pupils to clearly understand how they can improve their work.

Outcomes for individuals and groups of pupils**1**

'You are never bored!' This comment from a pupil supports parents and carers' views such as, 'every day is an enjoyable experience'. It is clearly evident that pupils thoroughly enjoy school and have extremely positive attitudes towards their learning. Relationships with staff are excellent and pupils maintain their concentration in class even when, on the few occasions where work is not as challenging as it might be. Pupils successfully develop the skills that they need for future learning.

Attainment for the past three years has been maintained at well above average in English, mathematics and science by the end of Year 6. Attainment in Key Stage 1 is below average and affected by the influx of new pupils, a large number of pupils who start and leave at different times and the large number of pupils with special educational needs and/or disabilities. Nevertheless, pupils have made at least good progress from their very low starting points when they enter Nursery. All pupils in Key Stage 2, including those with special educational needs and/or disabilities, build on the firm foundations established in Key Stage 1 and make outstanding progress. The exceptional progress made by Traveller learners reflects the excellent support for them in lessons. The current Year 6 pupils are a lower attaining year group and their outstanding progress is resulting in above average attainment rather than well above as in previous years.

Behaviour is excellent in lessons and around the school. Pupils have very positive attitudes about school and know that their views are important. 'Pupils' voice is a big thing' is a commonly held view. All respond well to the extra responsibilities they are given, such as acting as playground buddies or helping at lunchtime. Pupils develop an excellent understanding of how to keep safe and live healthily through the many opportunities to participate in sporting activities, such as badminton. Pupils of all ages play an active part in school life and the school council has recently been awarded an accolade for its campaign to restore free fruit to schools. The council also manages a web site called 'need a friend' for other pupils. Older pupils were quick to organise events to support the earthquake survivors in Haiti, using their considerable enterprise skills to raise money. Attendance is average. The significant mobility accounts for some absence as pupils move to other areas. Attendance is noticeably better in the junior classes showing how keen older pupils are not to miss school.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils demonstrate the necessary skills and personal qualities to live and work together and make school a harmonious and according to one pupil, a joyful place.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

A strength in many lessons is the respect pupils have for their teachers. They thoroughly enjoy their lessons. 'Teachers are bubbly and make learning fun' and 'we learn loads' are typical comments from pupils. Teaching assistants are well-trained and always on hand to support those with special educational needs and/or disabilities, ensuring they too enjoy their learning and are successful.

Most teachers make effective use of assessment and pitch work at the correct level for pupils. However, occasionally, teachers do not take sufficient account of the wealth of assessment information which is available. As a result, tasks are not always matched to individual needs and there is little difference in teachers' expectations for average and more-able learners. Consequently, pupils in these lessons do not make as much progress as they should. Examples of meticulous marking were seen which are evaluative but there are occasions when it is not made clear to pupils how to make their work even better.

The broad, innovative curriculum has an outstanding impact on pupils' personal development, the quality of their learning and their enjoyment of school. Links to other

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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subjects make learning more purposeful. For example, using computers in all subjects and writing about their visit to Robin Wood. A key feature is the strong emphasis on sporting activities. These have a huge impact on helping pupils to develop a healthy lifestyle and in raising their self-confidence. Visits, frequent visitors, such as an expert from a university on the solar system and a wide range of extra-curricular activities, further enhance the curriculum.

Pupils and their families are valued as individuals and support for them is outstanding. An excellent relationship exists with Traveller families, and their children willingly attend, are fully included and make exceptional progress. Those pupils with the highest needs are provided with excellent support by a caring family worker and all staff. 'The school is great and I feel safe here' is a typical comment from pupils. Rigorous procedures ensure any absence is monitored and there is keen competition amongst pupils to be the best attending class each week.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All staff show a wholehearted commitment to improving attainment and the quality of teaching. Senior leaders share the headteacher's high aspirations and carefully monitor provision and outcomes, successfully identifying weaknesses and areas to improve. The cumulative effect of this drive for improvement is seen in the maintenance of high standards and challenging targets being consistently met. It is not surprising that all the issues from the previous inspection have been successfully addressed.

The governing body is well led and organised. They provide effective support and challenge and are becoming increasingly involved in monitoring and evaluating all aspects of the school.

The school has an excellent relationship with parents and carers, keeping them informed, regularly seeking their views and involving them in their children's education. Partnerships with other providers and organisations are outstanding, ensuring that the needs of all pupils and especially the most vulnerable are met. This is an extremely inclusive school and actively promotes equality of opportunity by monitoring the performance of different groups of pupils and taking action to remove any obstacles to learning or pupils' well-being. Safeguarding procedures fully meet requirements and are consistently applied across all aspects of the school's work. All staff are carefully vetted to ensure that they are suitable to work with children. The review of a few safeguarding

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policies is overdue.

This is a harmonious school and promotes community cohesion effectively in the local and wider world communities. Pupils engage with other cultural groups through lessons and visitors. For example, Gypsy Roma/Traveller month includes events and visitors to the school which celebrates this culture. Staff have thoroughly evaluated the impact of its actions and plans to further improve each strand of community cohesion have recently been put in place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children get off to an excellent start in the Nursery. They thrive in the exciting learning environment that enthuses and engages each one of them. From a very low starting point on entry, most make outstanding progress. Staff effectively promote speaking and listening skills and aspects of children's social and emotional development, which are especially weak for many. This means that for most, attainment is broadly average although skills in writing and calculation are below the expected level for some children by the time they start in Year 1.

There is a wide range of stimulating activities both indoors and outdoors to enable children to learn independently. For example they spend long periods concentrating when selling tickets from the theatre box office, fishing for letters or finding words to describe Jack and the giant. All enjoy the very spacious and well-organised outdoor area which effectively extends skills being learnt indoors. In role play areas, such as the bakery and the café, children immerse themselves in play. Behaviour is outstanding and

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all cooperate and show consideration for others. Children's interests are often the focus for further activities. A topic on the universe developed from children's questions and resulted in an excellent display with coloured lights. Staff successfully encourage good work habits which prepare children effectively for their future learning. Occasionally, staff do not fully take into account assessment information and although activities are interesting, they do not always extend children's skills.

The Early Years Foundation Stage leader ensures that provision is constantly monitored and assessed. Fortnightly meetings enable all staff to evaluate strengths and identify areas to develop. The partnership with parents and carers is a strength enhancing children's learning. The school fully includes these very young children in extra-curricular activities such as design and technology, gardening and football.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Inspectors fully agree with parents' and carers' positive views about school. 'School lives up to its slogan, being simply the best' and 'the school has helped me to realise my dreams for my child' are typical comments from parents and carers who are overwhelmingly supportive and pleased that their children attend such an outstanding school. Inspectors found no evidence to support the concerns of a very small minority of respondents. The school has excellent procedures for evaluating its own performance and any concerns identified are thoroughly investigated and improvements rapidly made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bentley High Street Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received a total of 86 completed questionnaires, 17 by email and 69 paper responses by the end of the on-site inspection. In total, there are 353 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	41	7	41	1	6	0	0
The school keeps my child safe	9	53	7	41	1	6	0	0
The school informs me about my child's progress	6	35	6	35	3	18	0	0
My child is making enough progress at this school	8	47	4	24	2	12	0	0
The teaching is good at this school	9	53	4	24	2	12	1	6
The school helps me to support my child's learning	8	47	4	24	4	24	0	0
The school helps my child to have a healthy lifestyle	6	35	9	53	1	6	1	6
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	24	7	41	3	18	0	0
The school meets my child's particular needs	7	41	6	35	3	18	0	0
The school deals effectively with unacceptable behaviour	2	12	6	35	3	18	1	6
The school takes account of my suggestions and concerns	4	24	8	47	0	0	3	18
The school is led and managed effectively	6	35	7	41	0	0	3	18
Overall, I am happy with my child's experience at this school	9	53	3	18	1	6	2	12

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 March 2010

Dear Pupils

Inspection of Bentley High Street Primary School, Doncaster, DN5 0AA

My inspector colleagues and I really enjoyed our two days with you. Thank you for being so friendly and helpful.

We fully agree with you. Your school is outstanding in so many ways. Children get off to a flying start in the Nursery and Reception classes. We could see how much fun they have learning indoors, and outside there is so much for them to enjoy. Parents are right, there is a buzz of excitement as you work. We were really impressed with the excellent behaviour throughout school, the school council's campaign for free fruit and also how friendly you are to one another. Well done!

Congratulations too on the high standards you achieve and excellent progress you make by Year 6. This shows how well you concentrate and how hard you work in class. Your teachers plan some brilliant lessons for you. I enjoyed my trip to your fantastic Robin Wood and the ideas it gave you to write about being followed and scared when you were back in the class. It will not be long before all the daffodils you planted are out. Most of you are given work to do that is just right for you.

Your headteacher and all the school staff have worked tirelessly to turn your school into 'simply the best'. There are just a few small things we found that need improving. Your teachers often assess how well you are doing, but on occasions they do not use all this information well enough to plan the right work for you. We also think that when marking your work, they could give you more guidance on how to make it better.

Thank you again for your help. We hope that you will continue to work as hard and enjoy school as much as you do.

Yours sincerely

Mr Joe Peacock

Lead Inspector

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